DOCUMENT RESUME

ED 088 923 TM 003 480

| | |
|---|---|
| AUTHOR | Rosen, Pamela, Ed. |
| TITLE | Test Collection Bulletin, Vol. 8, No. 1. |
| INSTITUTION | Educational Testing Service, Princeton, N.J. Test Collection. |
| PUB DATE | Jan 74 |
| NOTE | 18p. |
| AVAILABLE FROM | Educational Testing Service, Princeton, N.J. Test Collection ($2.00 a year Domestic, $2.50 Foreign) |
| EDRS PRICE | MF-$0.75 HC-$1.50 |
| DESCRIPTORS | Achievement Tests; *Annotated Bibliographies; Aptitude Tests; Attitude Tests; *Catalogs; *Indexes (Locaters); Interest Tests; Library Collections; Personality Tests; *Testing; *Tests |

ABSTRACT

This quarterly bulletin lists and provides brief annotations for the instruments recently acquired by the Test Collection, a specialized library of tests and test related information. Types of tests listed are: Achievement; Aptitude; Personality, Interests, Aptitudes and Opinions; and Sensory-Motor. Other information includes announcements of new tests soon to be released; tests no longer available; a listing of recent test reviews; and a brief annotated bibliography of new reference materials in testing. Included are the addresses of all publishers or organizations whose materials and services are mentioned. (Author)

ED 088923
TM 003 480

A QUARTERLY DIGEST OF INFORMATION ON TESTS

# test collection bulletin

*Pamela Rosen, Editor*
*Vol. 8, No. 1*

*January 1974*

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 15-17. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

Test Collection
Educational Testing Service
Princeton, New Jersey 08540

Questions about the Head Start Test Collection should be addressed to:

Head Start Test Collection
Educational Testing Service
Princeton, New Jersey 08540

## NOTICE TO SUBSCRIBERS OF THE TEST COLLECTION BULLETIN

The *Test Collection Bulletin* is now available on a subscription basis. The $2.00 subscription fee ($2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided on the back cover.

COPYRIGHT © 1974 BY EDUCATIONAL TESTING SERVICE. ALL RIGHTS RESERVED.

## ACQUISITIONS

*Unless otherwise indicated, the tests have been published in the United States.*

### Achievement

• *Classroom Reading Inventory: Second Edition* by Nicholas J. Silvaroli; c1965-73; Grades 2-10; Wm. C. Brown Company Publishers.

Designed for classroom teachers who have not had prior experience with individual diagnostic reading measures. The Inventory enables the teacher to assess the child's specific word recognition and comprehension abilities and provides information concerning the child's independent, instructional, frustration, and hearing-capacity reading level. The test is in three parts: Graded Word Lists, Graded Oral Paragraphs, and Graded Spelling Survey. Part III may be group-administered.

• *Denver Public Schools Reading Inventory: Revised*; c1968; Pre-Primer-Grade 8; Denver Public Schools.

Developed to aid teachers in determining a pupil's instructional, independent, and capacity reading levels. The test may also be used to identify strengths and weaknesses in word analysis, word recognition, understanding of vocabulary, comprehension of oral and silent reading, and auditory comprehension. The Inventory comprises 12 vocabulary checklists and 24 reading selections.

• *Doren Diagnostic Reading Test of Word Recognition Skills* by Margaret Doren; c1956-73; Grades 1 and Above*; American Guidance Service, Inc.

Measures the degree to which children have mastered a variety of word recognition skills: letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, ending sounds, blending, rhyming, vowels, discriminate guessing, spelling, and sight words. Suggestions for remedial activities for each of the skills tested are provided in the manual. *There is no upper grade limit for diagnostic use of the test.

*Explorations in Biology* by Eugenia M. Koos, *et al.*; c1970-72; Grade 10; Mid-Continent Regional Educational Laboratory.

A series of eight two-part, multiple-choice tests designed to assess attainment of 14 objectives concerned with inquiry skill in biology. Topics covered by these criterion-referenced tests are: bird population, food preferences of newly-hatched snakes, bird aggression, birth defects, rat behavior, venereal disease, courtship of moths, and subnormal children.

*Inventory of Readiness for Literacy—Phase 1: Visual Discrimination and Select Cognitive Abilities* by James T. Fleming, Edward R. Sipay, and Virginia A. Rovelli; 1972; Adults; Bureau of Continuing Education Curriculum Development, University of the State of New York.

Designed to assess the degree to which illiterate adults possess some of the requisites to learning to read. The tests cover: following one-step directions, following two-step directions, left-right, same-different, first-second-third-last, visual discrimination (differences, likenesses), visual memory, and cognition (categorization, sequencing, analogies).

*Inventory of Readiness for Literacy—Phase 2: Auditory Discrimination* by James T. Fleming, Edward R. Sipay, and Virginia A. Rovelli; 1972; Adults; Bureau of Continuing Education Curriculum Development, University of the State of New York.

Provides a means of assessing the extent to which illiterate adults possess auditory discrimination ability, a requisite to learning to read. A tape recording is used to administer the test.

• *Iowa Tests of Basic Skills: Primary Battery, Forms 5 and 6* by A.N. Hieronymus and E.F. Lindquist; c1972; Grades 1.7-3.5; Houghton Mifflin Company.

Designed to provide for comprehensive measurement of growth in the fundamental skills. Subtests are: Listening, Vocabulary, Word Analysis, Reading Comprehension (Pictures, Sentences, Stories), Language Skills (Spelling, Capitalization, Punctuation, Usage), Work-Study Skills (Maps, Graphs and Tables, References), Mathematics Concepts, and Mathematics Problems. The battery is available in two form (5 and 6) at two levels (7 and 8).

*The Knowledge about Psychology Test* by Frank Costin; Not Dated; Grades 7-8; Frank Costin.

This test of general knowledge about psychology and psychologists is based on the *Facts About Science Test* (ETS). The test is intended for research purposes only.

*NLN Aide Selection Test*; c1970; Adults; National League for Nursing.

Designed to aid employers in the selection of hospital and home health agency aides. The test items deal with vocabulary, arithmetic, health information, general information, and judgment. It is suitable for use with persons with the equivalent of an eighth-grade education.

*NM Concepts of Ecology Test: Level 1*; c1973; Grades 6-8; Monitor.

This criterion-referenced test is designed to assess comprehension of concepts of ecology. The test covers natural resources, pollution, plant/animal dependencies, life processes, natural balance, geographic evolution and conservation, and natural adaptation.

*NM Concepts of Ecology: Level 2*; c1973; Grades 9-12; Monitor.

The student's understanding of basic concepts of ecology and environmental conservation is assessed by this criterion-refer-

enced test. Test items cover life processes, plant/animal dependencies, geographic evolution and conservation, soil conservation, and natural adaptation.

*NM Consumer Mathematics Test*; c1973; Grades 9-12; Monitor.

The specific learner objective assessed by this test is the student's ability to solve consumer problems using the fundamental operations of addition, subtraction, multiplication, and division.

*NM Consumer Rights and Responsibilities Test*; c1973; Grades 9-12; Monitor.

Assesses the student's understanding of his rights and responsibilities as a consumer. This criterion-referenced test covers consumer protection laws, economic conditions and terms, insurance, purchase payment plans, personal finance, and product information.

*New Mexico Career Education Test Series* by Charles C. Healy and Stephen P. Klein; c1973; Grades 9-12; Monitor.

A battery of criterion-referenced tests designed to assess specific learner objectives in the area of career education. The tests comprising the series may be administered as a battery to evaluate a complete program or separately to evaluate specific program objectives.

*NM Attitude toward Work Test*

Assesses whether the student appreciates the personal and social significance of work. The test items cover the student's attitudes toward preparing for an occupation; the feeling that work contributes to self-confidence, self-esteem, and self-actualization; belief that works leads to such benefits as security, interpersonal contacts, and monetary gain; acceptance of the desirability of the interdependence of people; and belief in the value of work for society.

*NM Career Development Test*

Designed to determine whether the student knows and appreciates what is required to hold a job and to be advanced in an occupation.

*NM Career Oriented Activites Checklist*

Focuses on whether the student has taken important steps in order to help make an occupational decision. The items are concerned with the student's activities in consulting various sources of information on occupations, acting to provide information about the occupations the student is considering, obtaining the training required for the occupations being considered, and making definite plans regarding what will be done upon graduation.

*NM Career Planning Test*

Assesses the student's ability to make appropriate decisions about preparing for and selecting an occupation. The test is concerned with the student's knowledge of sources of information on various occupations and knowledge of actions to take in order to facilitate occupational decision-making.

*NM Job Application Procedures Test*

Intended to assess whether the student knows how to apply for a job. The items include the student's ability to make inquiries, read advertisements, and use employment agencies; his ability to complete a job application form satisfactorily; and his knowledge of how to conduct himself during an interview.

*NM Knowledge of Occupations Test*

Designed to assess whether the student understands the characteristics and requirements of various occupations. The test covers the student's knowledge of both job characteristics, such as hours of work, pay, work environment, tasks, and demand, and job requirements, such as training, abilities, and interests.

*National Teacher Examinations–Teaching Area Examination in Audiology*; c1970-Present; Grades 16+; Educational Testing Service.

Major content areas covered are: acoustics, anatomy and physiology, auditory impairment, developmental and geriatric aspects of audiology, evaluative techniques, habilitation and rehabilitation, hearing conservation programs, instrumentation, the profession, psychoacoustics, research applications and statistics, speech science and speech pathology, and the administration and organization of an audiology center.

*National Teacher Examinations–Teaching Area Examination in Education in an Urban Setting*; c1970-Present; Grades 16+; Educational Testing Service.

Designed primarily for teachers who will be working in educational settings marked by considerable cultural diversity. The content covers four areas: the city, pluralism and ethnicity, the school, and current issues and trends.

*National Teacher Examinations–Teaching Area Examination in Education of the Mentally Retarded*; c1970-Present; Grades 16+; Educational Testing Service.

Designed to measure the professional knowledge of a prospective teacher of retarded children. Content areas covered are: developmental milestones from birth to adolescence, intelligence, personality, evaluation and diagnostic teaching, psychological and educational problems of exceptional children, introduction to mental retardation, curriculum models, methods and materials, classroom mangagement skills, and issues.

*National Teacher Examinations–Teaching Area Examination in Educational Administration and Supervision*; c1971-Present; Grades 16+; Educational Testing Service.

Intended to assess a candidate's knowledge of the functions of an administrator. The examination focuses on three major areas: Program Improvement, Management, and Human Relations.

*National Teacher Examinations–Teaching Area Examination in French*; c1970-Present; Grade 16+; Educational Testing Service.

The test is in four sections: Listening Comprehension, Reading, Language Analysis, and Cultural Backgrounds. Sections I and II are in French; sections III and IV are in English.

*National Teacher Examinations–Teaching Area Examination in German*; c1970-Present; Grades 16+; Educational Testing Service.

The test is in four sections: Listening Comprehension, Reading, Language Analysis, and Cultural Backgrounds. Sections I and II are in German; sections III and IV are in English.

*National Teacher Examinations–Teaching Area Examination in Media Specialist–Library and Audio-Visual Services*; c1970-Present; Grades 16+; Educational Testing Service.

Designed to assess the knowledge and abilities of persons who have had training in school librarianship and audio-visual services. The test covers: organization and administration of the media program, the selection and use of materials, the functioning of the media program in the school, and professional growth.

*National Teacher Examinations–Teaching Area Examination in Reading Specialist–Elementary School*; c1969-Present; Grade 16+; Educational Testing Service.

The test focuses on concepts and principles related to: the nature of language, developmental characteristics of the learner, diagnosis and evaluation of reading, reading instruction, developing tastes and interests in reading, student materials and equipment, teacher resources, and instructional leadership.

*National Teacher Examinations–Teaching Area Examination in Spanish*; c1970-Present; Grades 16+; Educational Testing Service.

The test is in four sections: Listening Comprehension, Reading, Language Analysis, and Cultural Backgrounds. Sections I and II are in Spanish; Sections III and IV are in English.

*National Teacher Examinations–Teaching Area Examination in Speech–Communication and Theatre*; c1970-Present; Grades 16+; Educational Testing Service.

The examination concentrates on three areas: speech fundamentals, speech-communication special areas, and theatre.

*National Teacher Examinations–Teaching Area Examination in Speech Pathology*; c1970-Present; Grades 16+; Educational Testing Service.

Major content areas are: acoustics, anatomy and physiology, articulation, cerebral palsy, cleft palate, descriptive phonetics, instrumentation, language, language and symbolic disorders, laryngectomy, the profession, psychological problems of communication, psychology, research design and interpretation, stuttering, voice, and basic audiology.

• *Objectives-Based Test Collections–Language Arts: Mechanics and Usage, Kindergarten-Grade 6* by Nola Paxton, Linda Paulson, Nancy Fess, and Rae Jeane Popham; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

Assesses knowledge of basic language skills. The Mechanics section covers using commas, and capitalization and punctuation, while the Usage section covers plural noun forms, possessive forms, pronoun forms, modifiers, verb agreement, irregular verbs, and commonly confused words.

• *Objectives-Based Test Collections–Mathematics: Geometry, Kindergarten-Grade 6* by Denis Purcell and Ira Moskow; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

Each test in this collection is designed to assess a major skill in the use of geometry.

• *Objectives-Based Test Collections–Mathematics: Measurement, Kindergarten-Grade 6* by Denis Purcell and Ira Moskow; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

Each test in this collection is designed to measure a major skill in the use of measurement.

• *Objectives-Based Test Collections–Mathematics: Numeration and Relations, Kindergarten-Grade 6* by Denis Purcell, Ira Moskow, and Don May; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

This collection of tests is designed to assess mastery in the use of numeration and relations. Tests are provided in the areas of numeration, ratios and proportions, graphs, statistics and probability, and logic.

*Reading/Everyday Activities in Life* (R/EAL) by Marilyn Lichtman; c1972; Age 10-Adults; Cal Press, Inc.

A measure of functional literacy which can be used both for diagnostic and evaluative purposes. R/EAL consists of nine reading activities used in daily life. The subtests are: Road Signs, TV Guide, Directions for Food Preparation, Narrative: Narcotics, Food Ad, Apartment Lease, Road Map, Want Ad, and Job Application. Instructions for the test are presented in English or Spanish via audio cassettes. The tests themselves are all in English.

*Reading Efficiency Tests: 1970 Revision* by Lyle L. Miller; c1970; Grades 7-16 and Adults; Developmental Reading Distributors.

A series of five tests designed to provide comparable measures of reading rate, comprehension, and efficiency. The content of each test covers the history, geography, government, culture, and people of some relatively little known country, including Brazil, Japan, India, New Zealand, and Switzerland.

• *Stanford Achievement Tests: 1973 Edition, Primary Level I* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 1.5-2.4; Harcourt Brace Jovanovich, Inc.

The initial level of a revised and expanded edition of the Stanford series. Subtests include Vocabulary, Reading (Word Reading, Reading Comprehension), Word Study Skills, Mathematics Concepts, Mathematics Computation and Applications, and Listening Comprehension. An optional Spelling test is also provided. The reading and mathematics subtests are available in separate booklets for all levels.

• *Stanford Achievement Tests: 1973 Edition, Primary Level II* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 2.5-3.4; Harcourt Brace Jovanovich, Inc.

Subtests include Vocabulary, Reading (Word Reading, Reading Comprehension), Word Study Skills, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Social Science, Science, and Listening Comprehension. A Basic Battery is also available which covers vocabulary, reading, word study skills, mathematics, and spelling.

*Stanford Achievement Tests: 1973 Edition, Primary Level III* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 3.5-4.4; Harcourt Brace Jovanovich, Inc.

Subtests include Vocabulary, Reading Comprehension, Word Study Skills, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, Science, and Listening Comprehension. A Basic Battery is also available.

*Stanford Achievement Tests: 1973 Edition, Intermediate Level I* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 4.5-5.4; Harcourt Brace Jovanovich, Inc.

Subtests include Vocabulary, Reading Comprehension, Word Study Skills, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, Science, and Listening Comprehension.

*Stanford Achievement Tests: 1973 Edition, Intermediate Level II* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 5.5-5.9; Harcourt Brace Jovanovich, Inc.

Subtests include Vocabulary, Reading Comprehension, Word Study Skills, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, Science, and Listening Comprehension.

*Stanford Achievement Tests: 1973 Edition, Advanced* by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 7-9.5; Harcourt Brace Jovanovich, Inc.

Subtests include: Vocabulary, Reading Comprehension, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, and Science.

*Stanford Test of Academic Skills (TASK): Level I* by Eric F. Gardner, Robert Callis, Jack C. Merwin, and Richard Madden; c1972-73; Grade 8-10; Harcourt Brace Jovanovich, Inc.

Designed to measure mastery of the basic skills in the areas of reading, English, and mathematics.

*Stanford Test of Academic Skills (TASK): Level II* by Eric F. Gardner, Robert Callis, Jack C. Merwin, and Richard Madden; c1972-73; Grades 11-13; Harcourt Brace Jovanovich, Inc.

Provides for the wide range measurement of mastery of the basic skills. TASK includes three subtests: Reading, English, and Mathematics. It is appropriate for use with junior/community college freshmen.

*Test zu Learning English A1* by Dieter Carls; c1972; Grades 5-6; Ernst Klett Verlag, West Germany.

A series of textbook-dependent diagnostic tests designed to assess progress in learning English as a second language. Subscores include Spelling, Pronunciation, Vocabulary, Structure, and Comprehension. The tests are intended for use with the text, *Learning English, A1* and are in German.

*Tests zu Rechnen und Raumlehre 1* by Heinrich Borchers and Rainer Opitz; c1973; Grade 5; Ernst Klett Verlag, West Germany.

A set of eight diagnostic arithmetic tests designed for use with the textbook, *Rechnen und Raumlehre 1*. Subscores yielded by the tests are knowledge, computation, rules, application, coding and decoding, and problem-solving. The tests cover sets and relations, binary and other number systems, the metric system, addition and subtraction, multiplication and division, and geometry. The test is in German.

**Aptitude**:

*Black Intelligence Test of Cultural Homogeneity (BITCH-100)* by Robert L. Williams; c1972; Adolescents and Adults; Robert L. Williams.

A culture-specific, multiple-choice vocabulary test consisting of items drawn from the Black experience. The test may be used as a measure of an individual's capacity to learn or as a measure of the sensitivity or responsivity of whites to the black experience.

• *Test of Creative Potential* by Ralph Hoepfner and Judith Hemenway; c1973; Ages 7-Adults; Monitor.

This measure of general creative potential consists of three subjects: Writing Words, Picture Decoration, and License Plate Words. Creativity factors assessed by the test are fluency, flexibility, originality, and elaboration of verbal, symbolic, and figural materials.

• *Thinking Creatively with Sounds and Words: Research Edition* by E. Paul Torrance, Joe Khatena, and Bert F. Cunnington; c1973; Grades 3-12; Adults; Personnel Press.

Designed to assess creative thinking ability by measuring the originality of ideas stimulated by abstract sounds and spoken onomatopoeic words. The battery consists of two tests: Sounds

and Images, Onomatopoeia and Images. It is available in alternate forms A and B for each of two levels, I (Grades 3-12) and II (Adults). A set of records is required to administer all of the tests.

**Personality, Interests, Attitudes, Opinions:**

*ATVE Scale* by John P. Engler; Not Dated; Adults; John P. Engler.

Developed to measure the attitudes of high school administrators toward vocational education.

*Academic Self-Concept and Self-Confidence Scale* by Richard I. Fisher; Not Dated; Grades 13-16; Richard I. Fisher.

This experimental device was designed to investigate an individual's academic self-concept and level of confidence in that self-concept. The self-concept items are based on those developed by Brookover in his study of academic self-concept.

*Attitudes Toward Women Scale* by Janet T. Spence and Robert Helmreich; 1972; Adults; Janet T. Spence*.

A 55-item scale designed to elicit attitudes toward the rights and roles of women in modern society. The categories covered include: vocational, educational, and intellectual roles; freedom and independence; dating, courtship, and ettiquette; drinking, swearing, and dirty jokes; sexual behavior; and marital relationships and obligations. *Included in: Spence, Janet T., and Helmreich, Robert, "The Attitudes Toward Women Scale: An Objective Instrument to Measure Attitudes toward the Rights and Roles of Women in Contemporary Society", *JSAS Catalog of Selected Documents on Psychology*, 1972, *2*, 66.

*Barratt Impulsiveness Scale* by Ernest S. Barratt; Not Dated; Ages 14-Adults; Ernest S. Barratt.

A research instrument devised to measure impulsiveness. The scale comprises five factors: Lack of Persistence, Social Optimism, Lack of Motor Inhibition, Aggression-Autonomy, and Action Oriented. It may be scored for "Motives": Impulsive, "State of Being" Impulsive, and Behavior: Impulsive.

*Counselor Self-Disclosure Inventory* by Richard I. Fisher; Circa 1973; Grades 9-16; Richard I. Fisher.

A projective device developed to measure an individual's initial willingness to reveal himself in the counseling situation. The inventory consists of 10 semistructured settings involving a counselor and a client. The examinee places himself in the role of the client and completes what the client will say by choosing from among four alternatives.

• *The Florida Key* by William W. Purkey, Bob N. Cage, and William Graves; Not Dated; Grades 3-7; William W. Purkey.

A preliminary screening device designed to enable teachers to infer a student's self-concept as a learner in terms of four factors: relating, asserting, investing, and coping. A secondary school form of the scale is also available.

*Inventory of the Self-Concept* by John J. Sherwood, Not Dated; Adults; John J. Sherwood.

The respondent first rates himself in terms of 26 characteristics and then indicates the importance of each characteristic to his overall self-evluation.

• *The Mac B Personal Competence Inventory* by Jeannette A. Brown and Mary Ann MacDougall; circa 1971; Grades 3-7; Jeannette A. Brown.

The Inventory consists of two indices of classroom affective behaviors: a Self-Perceptions Index and a Peer Acceptance Index. The first index is a measure of the student's perceptions yielding subscores for Self to Others, Self to Culture, and Self to Self. The second index is a measure of the degree of acceptance or rejection of a pupil by his classmates.

• *The Maternal Attitude Scale* by Bertram J. Cohler, Justin L. Weiss, and Henry U. Grunebaum; Not Dated; Adults; Bertram J. Cohler.*

Designed to elicit the attitudes of mothers of infants and young children toward child-rearing. The scale factors are: inappropriate *vs.* appropriate control of the child's aggressive impulses; discouragement *vs.* encouragement of reciprocity, appropriate *vs.* inappropriate closeness, acceptance *vs.* denial of emotional complexity in child-rearing, and comfort *vs.* discomfort in perceiving and meeting the baby's needs. *The preliminary manual is available as NAPS document number 00963 from Microfiche Publications.

*Novelty Experiencing Scale* by Pamela H. Pearson; Not Dated; Adults; Pamela H. Pearson.

A self-report measure of novelty-seeking behavior. The scale consists of four subscales, each of which measures one of four forms of novelty experiencing: External Sensation, Internal Sensation, External Cognitive, and Internal Cognitive.

*Organizational Value Dimensions Questionnaire* by Carroll L. Shartle and Ralph M. Stogdill; c1965; Adults; Bureau of Business Research.

This research device was developed for use in measuring attitudinal values relating to business and industrial firms in general. The subscores are: organizational magnitude and structure, internal consideration, competition and strategy, social responsibility, quality, change, member identification and control, external political participation, and member equality and participation

*Pain Apperception Test* by Donald V. Petrovich; c1973; Adults; Western Psychological Services.

Designed to assess the psychological context of pain perception. The test consist of 25 pictures which depict situations of felt pain sensations, anticipation of pain *vs.* felt-sensation of pain, and self-inflicted *vs.* other-inflicted pain. The subject's responses to the pictures yield the following scores: Intensity, Duration, and Overall Pain Sensitivity (Intensity + Duration).

• *Primary Self-Concept Inventory* by Douglas G. Muller and Robert Leonetti; c1973; Kindergarten-Grade 4; Urban Research Group.

This measure of self-concept relevant to school success was specifically designed for use with Spanish-American children. However, it requires no reading and may be administered in any language or combination of languages. The Inventory measures six factors of self-concept in three domains: personal-self (physical size, emotional state), social-self (peer acceptance, helpfulness), and intellectual-self (success, student-self). Instructions are provided in both English and Spanish.

*The Scrambled Sentence Test: Form C* by Frank Costin; 1967; Ages 14 Years old and Above; Frank Costin.

A disguised group test of hostility, this experimental device consists of a series of scrambled sets of four words. The subject is requested to underline any three words in each set which make a complete sentence.

*The Self-Focus Sentence Completion* by John E. Exner, Jr.; 1966; Adolescents-Adults; John E. Exner, Jr.

A 30-item research device yielding six scores: Self-Focus, Self-Focus Negative, External World Focus, External World Focus–Affective, Ambivalence, and Neutral. The instrument may provide an index of egocentricity as a response orientation or style.

*Self-Perception Scale* by Alan F. Fontana; Not Dated; Adults; Alan F. Fontana.

Developed to measure self-esteem among female college students, specifically those involved in sorority rushing. Subjects rate themselves in terms of 18 personal characteristics, providing an Actual Self-Rating, an Aspired Self-Rating, and a Worst Self-Rating for each. A fourth judgment is made which indicates how favorably the subject views each portion of each scale.

*The Semantic Study* by John P. Engler; Not Dated; Adults; John P. Engler.

Assesses the orientation of high school administrators toward vocational education. A series of semantic differential scales are used to elicit attitudes toward a variety of concepts: high school, technical school, university, certificate, community college, custodian, junior college, apprentice, skill, professor, technical institute, vocational school, janitor, trade school, senator, college, journeyman, technician, Liberal Arts, mechanic, and college degree. The Study is based on the scales and concepts developed by Fred V. Miner.

*Student Attitude Scale* by Alan T. Seagren; 1967; Grades 9-12; Alan T. Seagren.

Designed to elicit students' attitudes in five categories: attitude toward school, attitude toward teachers, attitude toward interpersonal relationships with teachers, attitude toward peers, and attitude toward self.

*Survey of Normative and Informational Predisposition (SNIP)* by Frank Sistrunk; Not Dated; Adults; Frank Sistrunk.

An experimental screening device constructed to measure the tendencies to seek agreement and to seek information in task situations.

*Teaching Attitudes Questionnaire* by Benjamin D. Wright and Shirley A. Tuska; c1962; Adults; Benajamin D. Wright.

Designed to aid in the investigation of the motivation to become and remain a teacher. Bipolar rating scales are used to elicit the respondent's feelings toward himself as a person and as a teacher and toward his Mother, Father, and Best-Liked Teacher. The questionnaire also elicits the teacher's conception of himself as a teacher and his Best-Liked Teacher in terms of behaviors characteristic of a teacher's professional identity.

*Themes Concerning Blacks* by Robert L. Williams; c1972; Adolescents and Adults; Robert L. Williams.

Employing the same procedures as those used to administer the *Thematic Apperception Test*, this semiprojective technique is designed to elicit themes of achievement, Black pride, awareness, aspiration, identity, etc. from Blacks. Negative themes of hate, aggression, depression, or typical clinical themes can also be elicited. The 15 cards depict the Black experience in a variety of situations.

*Value Survey: Form D* by Milton Rokeach; c1967; Ages 11-Adult; Halgren Tests.

Provides a method for measuring human values. The Survey consists of 18 terminal values–end states of existence–and 18 instrumental values–modes of behavior. The respondent ranks each set of values in order of their importance.

*Wellesley Role-Orientation Scale* by Thelma G. Alper; Not Dated; Adults; Thelma G. Alper.

Designed to measure the sex-role preferences of college women. The scale taps three aspects of role-preference: traits women generally regard as feminine rather than masculine, role activities females find acceptable for themselves as women, and career-oriented activities women consider appropriate only for men.

*Williams' Awareness Sentence Completion* by Robert L. Williams, c1972; Adolescents and Adults; Robert L. Williams.

A semiprojective technique designed to elicit from Blacks feelings of conflict regarding Black pride or hate. The test can also be used to elicit prejudicial and/or positive attitudes of whites toward Blacks.

**Miscellaneous, Sensory-motor, Unidentified**

• *Auditory Discrimination Test: 1973 Revision* by Joseph M. Wepman, c1973; Ages 5 Years and Above; Language Research Associates, Inc.

An individually-administered measure of a child's ability to recognize differences between phonemes used in English speech.

• *Auditory Memory Span Test* by Joseph M. Wepman and Anne Morency; c1973; Ages 5 Years and Above; Language Research Associates, Inc.

Designed to measure auditory retention by assessing the child's ability to recall single syllable spoken words in progressively increasing series.

• *Auditory Sequential Memory Test* by Joseph M. Wepman and Anne Morency; c1973; Ages 5 Years and Above; Language Research Associates, Inc.

A measure of a child's ability to recall the exact order of an auditory stimulus.

• *A Basic Screening and Referral Form for Children with Suspected Learning and Behavioral Disabilities* by Robert E. Valett; c1972; Grade 1 and Above; Fearon Publishers.

Intended to aid the teacher in identifying possible disabilities and in planning prescriptive developmental and remedial education. The form provides for a description of the problem, including pertinent history, ratings of various behavior difficulties, a pupil work sample, and teacher's impressions and recommendations. The form should be used in conjunction with other diagnostic and remedial materials.

*Category-Width Scale* by Thomas F. Pettigrew; Not Dated; Adults; Thomas F. Pettigrew.

This research device measures an individual's typical equivalence range for classifying objects. Subjects are asked to estimate the extremes of a number of diverse categories. The scale may also tap a dimension of risk-taking.

• *Cognitive Home Environment Scale* by Norma L. Radin and David P. Weikart; circa 1966; Adults; Norma L. Radin.

A semistructured questionnaire administered to parents of preschool and kindergarten children to measure the cognitive stimulation occurring in the home. Factors assessed include educational materials in the home, attitude toward grades, future expectations of the child, educationally-oriented activities, and direct teaching. The Scale is an adaptation of the *Wolf Environmental Process Variable Scale.*

*Cornell Inventory for Student Appraisal of Teaching and Courses* by James B. Maas; c1972; Grades 13 and Above; James B. Maas.

Provides teachers with a measure of their teaching effectiveness on the basis of student opinion. The Inventory covers background information, teaching and the lecturer, readings, papers, laboratories, discussion sections, examinations, and the course as a whole. Sections are also provided which enable the teacher to pose supplementary questions and the students to suggest specific recomendations.

• *A Deep Test of Articulation: Picture Form* by Eugene T. McDonald; c1964; Kindergarten-Grade 3; Stanwix House, Inc.

Designed to assess articulatory skills through the evaluation of speech sounds as the audible end-products of a series of overlapping ballistic movements. Sets of pictures are employed to elicit the production of sounds in a variety of phonetic contexts.

• *A Deep Test of Articulation: Sentence Form* by Eugene T. McDonald; c1964; Grade 3; Stanwix House, Inc.

Assesses articulatory skills in a variety of phonetic contexts through the evaluation of speech sounds as the audible end-products of a series of overlapping ballistic movements. The sentence items are designed to be appropriate for children with a grade three reading level.

• *Developmental Screening Questionnaire for Preschool Children* by Elizabeth Y. Sharp; 1973; Ages 3-5; Elizabeth Y. Sharp.

Designed for use by Head Start Programs on Indian reservations in Arizona to identify children who may have mental, speech, sensory, emotional, physical, or developmental learning problems. Areas covered by the questionnaire include: Growth and Development (Physical Behavior, Care of Self, Social Responses, Language), Speech, and Health (Visual Impairment, Hearing Impairment, General Health).

• *Devereux Test of Extremity Coordination: Form C* by George E. DeHaven and James D. Bruce; c1971; Ages 4-10; The Devereux Foundation.

A series of motor tasks devised to measure four internal aspects of coordination: sequential motor ability, static balance, fine motor ability, and perceptual motor ability. The test is the assessment component of the Individual Motor Achievement Guided Education (IMAGE) Program which is intended primarily for emotionally handicapped and/or neurologically impaired children.

*Patient Reputation Scale* by Alan F. Fontana; circa 1971; Adults; Alan F. Fontana.

Aids in the identification of hospital staff's conceptions of psychiatric patients' reputations. Three types of reputations are identified: Critical Manipulator, Involved Helper, and Model Patient.

• *Pritchard-Fox Phoneme Auditory Discrimination Tests: Test Four* by Alan S. Pritchard and Barbara S. Fox; c1970; Kindergarten and Over; Alpha Educational Associates.

This test is desig..ed primarily to measure the student's ability to make fine discrimations between the phonemes in the item pairs in the initial, terminal, and medial positions. Remedial and corrective procedures to accompany the tests are provided. A cassette recording for optional taped administration of the test is also available.

*Ratings of Social Skill* by Michael Argyle and Bridget M. Bryant; Not Dated; Adults; Michael Argyle, Great Britain.

Some of the basic verbal and nonverbal elements comprising social interaction are rated by these experimental scales. Emphasis is placed on the use of speech, voice, and physical attributes to convey information and to demonstrate the ability to behave in an appropriate manner.

• *A Screening Deep Test of Articulation* by Eugene T. McDonald; c1968; Kindergarten-Grade 3; Stanwix House, Inc.

Assesses the ability to articulate nine commonly misarticulated consonants by eliciting productions of each consonant in 10 phonetic contexts. The test should be administered by a speech clinician.

*Student Evaluation of Teaching (SET)*; c1973; Grades 13 and Above; Center for Educational Research.

Designed to help instructors improve their teaching through the consideration of students' reactions to their instruction. Areas covered by SET include: organization and content of the course, instructor-student relations, student involvement in the course, instructor presentation or teaching techniques, and assignments and course evaluations. Optional sections are provided for supplemental questions and student comments. The device may be used both by the individual instructor and on an institutional basis.

*Student Instructional Report (SIR)* by John A. Centra, Project Director; c1971-72; Grades 13-16; Educational Testing Service.

Part of the Institutional Research Program for Higher Education, SIR enables instructors to evaluate themselves on the basis of students' responses to the questionnaire. Areas covered include: course organization or structure, teaching techniques or skills, student-teacher rapport, student interest and effort, and evaluation and assignments. Provisions are made for supplementary questions.

*Teacher Performance Appraisal Scale* by Horace E. Aubertine and William D. Johnson; c1964; Adults; William D. Johnson.

Designed to evaluate lessons taught by students practicing particular teacher behaviors under microteaching conditions. The scale covers four lesson elements: aims, content, method, and evaluation. It is not intended as a general measure of teaching competence.

*Washington Principal Evaluation Inventory* by Richard L. Andrews; c1970; Adults; Bureau of School Services and Research, University of Washington.

Designed to aid school administrators, school staffs, Boards of Directors, and researchers in obtaining a measure of principal effectiveness. The Inventory provides both a general indication of effectiveness and subscores on Educational Programmatic Improvement, Personnel Selection and Development, Community Relations, School Management, Technical Skills, Human Relations Skills, and Conceptual Skills.

• *Word Intelligibility by Picture Identification* by Mark Ross and Jay Lerman; c1971; Ages 5 and Above; Stanwix House, Inc.

Employs picture identification tasks to assess the speech discrimination ability of hearing-impaired children. A series of six-picture matrices are presented to the child who must point out the picture depicting the given word. The test is best administered in a sound-treated audiological suite.

## ANNOUNCEMENTS RECEIVED

*American Political Behavior Achievement Test* by Glenn Patrick; Grades 9-12; Personnel Press.

Constructed to sample course objectives of the APB program and similar behaviorally oriented political process or governments texts. The test consists of a Political Knowledge section and a Political Science Skills section.

*College-Level Examination Program: Afro-American History*; Grades 13-16; Educational Testing Service (for the College Entrance Examination Board).

This new addition to the CLEP series is intended to measure knowledge and understanding acquired in a one-semester course taught from a black perspective, covering the black experience from pre-colonial times to the twentieth century.

*EWI*; Mens Sana Publishing Company.

A psychodiagnostic test measuring eight parameters of experience: sensor perception, time perception, body perception, self-perception, perception of others, ideation, dysphoria, and impulse regulation.

*Gottesfeld Community Mental Health Critical Issues Test* by Harry Gottesfeld; 1974; Adults; Behavioral Publications.

Designed to elicit the opinions of mental health professionals on critical issues in the community mental health movement.

*International Primary Factors* by Wolfgang O. Horn; Grade 6-Adults; International Tests, Inc.

An aptitude battery consisting of the following subtests: Verbal Ability (Vocabulary), Word Fluency, Memory for Words, Memory for Numbers, Memory for Designs, Mazes, Reasoning with Designs, Reasoning with Letters and Numbers, Closure (Field Independence), Space (Unfolding Solids), Closure (Mutilated Pictures), Closure (Mutilated Words), Verbal Ability (Spelling), Number (Addition), Perceptual Speed (Word Comparison), and Perceptual Speed (Number Comparison).

*Personal Orientation Dimensions*; Educational and Industrial Testing Service.

A revision and extension of the measurement of self-actualization as first presented in Shostrom's *Personal Orientation Inventory*. The measurement of dimensions of self-actualization is provided through a series of factor-analytically refined scales composed of nonoverlapping items.

*Primary Care Physician's Assistants Certifying Examination*; c1973; Adults; National Board of Medical Examiners.

This certifying examination was designed to assess the competence of the assistant to the primary care physician in performing a variety of health care functions. The examination is in two parts requiring an entire day for completion. The morning session involves a multiple-choice examination assessing the candidate's knowledge and skill in applying knowledge related to clinical material presented in printed and pictorial form. The afternoon session consists of a programmed testing technique involving simulated clinical cases in adult and pediatric medicine designed to assess the candidate's skill in gathering pertinent information about patients and in making appropriate management decisions.

*Principal's Behavior Questionnaire*; Teachers; Stanford Center for Research and Development in Teaching.

Consists of 12 statements, each of which describes an element of a principal's professional behavior. The teacher is asked to indicate on a 10-point scale the degree to which each statement is applicable, first, to the behavior of an ideal principal and second, to the behavior of his own principal.

*Teacher Image Questionnaire*; Grades 7-12; Educator Feedback Center.

Designed to enable teachers to evaluate students' feelings about and perceptions of significant teacher characteristics. Areas included in the questionnaire are: knowledge of the subject, fairness, control, attitude toward students, variety in teaching procedures, encouragement of student participation, and sense of humor.

## TEST REVIEWS

*The Anxiety Scale for the Blind*; American Foundation for the Blind.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Summer 1973, Vol. 7, No. 2, pp. 217-219.

• *Boehm Test of Basic Concepts*; The Psychological Corporation.

Reviewed by Theodore A. Dahl, University of California at Los Angeles, in *Measurement and Evaluation in Guidance*, April 1973, Vol. 6, No. 1, pp. 63-65.

*ACT Career Planning Program*; The American College Testing Program.

Reviewed by W. Leslie Barnette, Jr., State University of New York at Buffalo, in *Journal of Counseling Psychology*, July 1973, Vol. 20, No. 4, pp. 389-394.

*College Guidance Program*; Science Research Associate, Inc.

Reviewed by Richard Seligman, Center for the Study of Evaluation, in *Measurement and Evaluation in Guidance*, July 1973, Vol. 6, No. 2, pp. 127-129.

*Gerontological Apperception Test*; Behavioral Publications.

Reviewed by Margaret Mercer, Lock Haven State College, in the *Journal of Personality Assessment*, 1973, Vol. 37, No. 4, pp. 396-397.

*A Look at Literature*; Cooperative Tests and Services, Educational Testing Service.

Reviewed by Charles R. Cooper, State University of New York at Buffalo, in *Journal of Educational Measurement*, Fall 1973, Vol. 10, No. 3, pp. 232-234.

*Personal Orientation Inventory*; Educational and Industrial Testing Service.

Reviewed by Susan L. Raanan, University of Wisconsin–Milwaukee, in the *Journal of Counseling Psychology*, September 1973, Vol. 20, No. 5, pp. 477-478.

• *Tests of Basic Experiences*; CTB/McGraw-Hill.

Reviewed by Steven Thurber, Boise State College, in *Journal of School Psychology*, Fall 1973, Vol. 11, No. 3, pp. 280-281.

• *Visual Efficiency Scale*; American Foundation for the Blind.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Summer 1973, Vol. 7, No. 2, pp. 219-221.

## NEW REFERENCES

Baird, Leonard L. *Focusing on Measures of College Environments*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation. Pp. 8, (ED 075 444).

Describes several approaches used to obtain information on the college community and the interaction of its component parts. Three methods—a perceptual approach, a factual approach, and a combination of the two—are discussed in detail while various other approaches are described briefly.

Comrey, Andrew L., Backer, Thomas E., and Glaser, Edward M. *A Sourcebook for Mental Health Measures*. Los Angeles: Human Interaction Research Institute, 1973. Pp. vii + 461.

Provides detailed descriptions of over 1,100 unpublished psychological measures. The instruments are grouped into 45 mental health-related categories, including educational adjustment, family interaction, geriatrics, mental health attitudes, occupational adjustment, personality, racial attitudes, social issues, and therapeutic processes. Each of the abstracts presents identifying information followed by a brief description of the measure which includes such details as purpose, number and type of items, technical data, and source from which the measure can be obtained.

• Ehrlich, Alan, Editor. *Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography*. New York: New York City Consortium on Bilingual Education, Hunter College Division (Project Best), 1973.

An annotated bibliography of tests appropriate for use with bilingual children in the areas of intelligence and general ability, and language proficiency.

Gillies, Dee Ann, and Alyn, Irene Barrett. *Saunders Tests for Self-Evaluation of Nursing Competence: Second Edition*. Philadelphia, Pennsylvania: W.B. Saunders Company, 1973. Pp. viii + 538, $7.50.

This book is intended for both instructional and evaluative uses by nursing students, graduate nurses, and teachers of both groups. It presents 62 patient situations in the areas of maternity and gynecologic nursing, pediatric nursing, medical-surgical nursing, and psychiatric nursing. Each situation is followed by test items which vary in difficulty. Answer sheets, scoring keys, and bibliographies are provided.

• Hamilton, Don. *Evaluation Instruments for Bilingual Education: A Revision of Tests in Use in Title VII Bilingual Educational Projects*. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973. Pp. vi + 93.

This annotated bibliography of tests developed by or used in Title VII projects is intended as a directory of information for use by bilingual bicultural education projects. Each annotation includes details on the applicability of the test, time required to administer it, skills assessed by the instrument, and scores yielded by its administration.

• Hartlage, Lawrence C., and Lucas, David G. *Mental Development Evaluation of the Pediatric Patient*. Springfield, Illinois: Charles C. Thomas, Publisher, 1973. Pp. x + 79, $6.50.

Intended for use as a reference volume by pediatricians and other persons interested in mental development evaluation of children. The authors present comprehensive screening items which can be used to assess a child's level of mental development in cognitive, perceptual-motor, language, and academic areas.

Klein, Stephen P., and Kosecoff, Jacqueline. *Issues and Procedures in the Development of Criterion-Referenced Tests*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM Report 26), September 1973. Pp. 18.

The first section of this paper provides a review of the basic stages in the development and construction of criterion-referenced tests (CRTs) and the major issues associated with these stages. Included are discussions on the purpose and defining characteristics of CRTs, the selection of objectives, the construction and selection of items, improving item quality, content validity, item and test bias, and test scores. Current efforts in criterion-referenced testing are described in the second section.

• Levine, E., Fineman, C., and Donlon, G.M. *Prescriptive Profile Procedure for Children with Learning Disabilities*. Miami, Florida: Exceptional Child Education, Division of Instruction, Dade County Schools. Pp. 225.

This comprehensive procedure was developed to enable teachers of learning-disabled children to translate diagnostic findings into an individualized program encompassing strengths and weaknesses in basic school subjects, prerequisite skills, and behavioral factors. The program is in four sections. The prerequisite skill assessment section involves a diagnostic evaluation using a

comprehensive psychoeducational test battery. Evaluation of the child's functioning in reading, mathematics, spelling, and writing is discussed in Section II which presents a set of assessment tests for the basic school subjects. Section III is concerned with the assessment of behavioral factors. The final section, Prescription Integration, enables the teacher to develop a comprehensive educational plan for each child.

Martin, William T. *Guidelines for Developing Teacher-Made Academic Tests*. Jacksonville, Illinois: Psychologists and Educators, Inc., 1971. Pp. 13, $.50.

This pamphlet was written for use during in-service education of teachers. It presents detailed guidelines for developing academic tests, and suggestions for validation, scoring, and item construction. Numerous examples are provided.

Russell, Elbert W., Neuringer, Charles, and Goldstein, Gerald. *Assessment of Brain Damage: A Neuropsychological Key Approach*. New York. John Wiley and Sons, Inc., 1970. Pp. x + 167, $14.50.

Intended primarily for clinicians and psychology students who use or are interested in the psychological tests for brain damage developed by Halstead and modified by Reitan. The authors describe the development of neuropsychological keys based on these tests, their application to brain damaged and non-brain damaged patients, and their predictive accuracy.

Safrit, Margaret J. *Evaluation in Physical Education: Assessing Motor Behavior*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. Pp. xx + 308, $9.95.

This volume concerning the process of evaluation in physical education includes discussions on the preparation of objectives for physical education classes, the characteristics of formative and summative evaluation, basic statistics essential to understanding measurement theories, validity and reliability theory as applied to measures of motor behavior, and practical issues of assessment in physical education including construction of tests of motor performance, written test construction, the assessment of physical fitness, norms and scales, and grading in physical education. Sources for many skill tests in physical education are provided in the appendix.

Taylor, James C., and Bowers, David G. *Survey of Organizations: A Machine-Scored Standardized Questionnaire Instrument*. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, 1972. Pp. vii + 165, $10.00.

This monograph concerning the *Survey of Organizations Questionnaire* presents a description of its history and properties, including information concerning its internal structure, reliability, and validity.

• Walker, Deborah Klein. *Socioemotional Measures for Preschool and Kindergarten Children: A Handbook*. San Francisco: Jossey-Bass Inc., Publishers, 1973, $15.00.

In part I of this comprehensive handbook, an overview of socioemotional measurement technology is presented including discussions on the definition and classification of measures, the importance of measures, locating available measures, measurement techniques, general problems with measures for young children, and recommendations for future work. Part II provides descriptions and evaluations of 143 socioemotional measures in six areas: attitudes, general personality and emotional adjustment, interests or preferences, personality or behavior traits, self-concept, and social skills or competency.

*Assessing Students on the Way to College: Volume I: Technical Report for the ACT Assessment Program*. Iowa City, Iowa: American College Testing Program, 1973. Pp. xiv + 402, $5.00.

Intended to present the research background for the ACT Assessment Program to enable more appropriate interpretations of the assessment results. The report includes discussions of the role of student assessment, the content and development of the ACT Assessment Program, the rationale for the program content, evaluation of the program, evaluation of some general interpretive uses of the program, and bias in the uses of educational assessment.

*Assessing Students on the Way to College, Volume II: College Student Profiles: Norms for the ACT Assessment*. Iowa City, Iowa: American College Testing Program, 1972. Pp. viii + 328, $3.00.

Provides extensive norms for the ACT Assessment Program.

*Evaluative Criteria for the Evaluation of Secondary Schools, Fourth Edition*. Washington, D.C.: National Study of Secondary School Evaluation, 1969. Pp. vi + 356, $7.50.

Intended to provide instructions and suggested procedures which will enable secondary school staffs to evaluate their institution in terms of its philosophy and objectives. Checklists and supplemental data items are provided for the following areas: School and Community, Philosophy and Objectives, Curriculum, Student Activities Program, Educational Media Services–Library and Audio-Visual, Guidance Services, School Facilities, School Staff and Administration, and Individual Staff Member. A final section facilitates a summary of the entire self-evaluation.

*State Testing Programs: 1973 Revision*. Princeton, New Jersey: Educational Testing Service, 1973. Pp. vii + 59, $4.00.

The first section of this report describes the procedures employed in a survey conducted to obtain information on state testing programs and summarizes the findings. The second section presents individual state profiles, providing information on purposes of programs and use of data, management aspects of programs, populations tested, instrumentation, data collection and processing, norms, dissemination, and prospects for the future. Finally, the interview guide employed in the survey is presented, along with a summary of responses.

## NEW PUBLISHERS

The Careers Research and Advisory Centre
Bateman Street
Cambridge, CB2 1LZ, England

Halgren Tests
873 Persimmon Avenue
Sunnyvale, California 94087

International Tests Incorporated
Box 634
Stevens Point, Wisconsin 54481

## ADDRESS CHANGES

Behavioral Publications
72 Fifth Avenue
New York, New York 10011

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Correspondence with Psychologists and Educators, Inc. should now be addressed to: P.O. Box 180, Park Ridge, Illinois 60068. The sales division of Psychologists and Educators, Inc. remains at 211 W. State Street, Jacksonville, Illinois 62650.

## SCORING AND REPORTING SERVICES

The Committee on Human Development, University of Chicago, offers a scoring service for the Maternal Attitude Scale. Contact Bertram J. Cohler.

Educational and Industrial Testing Service
Box 7234
San Diego, California 92107

Michigan School Testing Service
Bureau of School Services
The University of Michigan
Ann Arbor, Michigan

STS Scoring Center
43 Kimler Drive
Maryland Heights, Missouri 63043

## NOTES

Educational Testing Service is developing a certification program for the *American Nurses' Association* which will cover the areas of geriatric, pediatric, and psychiatric nursing.

*Proceedings* and cassettes of the presentations made at the *Conferences on Improving School Effectiveness* sponsored by Educational Testing Service are available. The presentations include: James W. Guthrie, "Does Education Make a Difference?"; Russell W. Peterson, "State Planning for Quality Education"; Paul N. Ylvisaker, "Equality and Higher Education"; Julian Nava, "Meeting the Needs of Minority Children"; David Selden, "What Teachers Can Do to Improve School Effectiveness"; Charles S. Benson, "Financing Public Education"; Bernard C. Watson, "Does Education Make a Difference?" John E. Coons, "Legal Influences on Education"; Michael W. Kirst, "Community Influences on Education"; Thomas K. Glennan, Jr., "NIE and School Effectiveness", Seymour M. Lipset, "Education and Social Goals"; and Robin H. Farquhar, "New Trends in the Preparation of Educators".

The *Proceedings* and audio cassettes of presentations made at the Educational Testing Service 1973 *Invitational Conference on Testing Problems* are now available. The theme of the conference was Measurement for Self-Understanding and Personal Development and the presentations include: Lawrence Kohlberg, "The Uses and Abuses of Moral Stages"; William J. McGill, "The Uses of Psychology in Conflict Resolution in a University Setting"; Martin R. Katz, "Exploring Values for Career Decision Making: A Computer-Based System of Interactive Guidance and Information (SIGI)"; Leona E. Tyler, "A Significant Change in Direction: Its Implications for Psychological Measurement"; David P. Campbell, "Give Me One of Those Interest Tests So I Can see What I Should Be"; Edmund W. Gordon, "Affective Response Tendencies and the Enhancement of Self-Understanding"; Herman A. Witkin, "Evaluation and Guidance from a Cognitive-Style Perspective"; and Leo Goldman, "The Limits of Test Information in Counseling".

The *National Auxiliary Publications Service* (NAPS), which has been operating under the aegis of the National Society for Information Sciences, is now being operated by Microfiche Publications, Division of Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017.

The Center for Occupational and Professional Assessment, Educational Testing Service has assumed operational responsibility for the *National Occupational Competency Testing Program*. Tests are available to assess skills in the following areas: aircraft, automotive, building, drafting, electrical, electronics, food, graphic arts, industrial/technical, machine, metal, personal service, and wood.

• The *Objectives and Items CO-OP* at the School of Education, University of Massachusetts, is intended to provide interested professionals with objectives and items which they can use in their own local development of evaluation materials. The objectives and their related items cover a wide range of grade levels and subject matters and are available in Reading (K-8), Language Arts (K-12), Mathematics (K-12), Science (1-12), Social Studies (1-12), Electronics, Woodworking, Auto Mechanics, Machine Shop, German I, and Educational Measurement.

## ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Thelma G. Alper
Wellesley College
Wellesley, Massachusetts 02181

Alpha Educational Associates
122 Deerhurst Park Boulevard
Buffalo, New York 14217

The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Michael Argyle
Institute of Experimental Psychology
University of Oxford
1 South Parks Road
Oxford, England

Ernest S. Barratt
Behavioral Science Laboratory
Department of Psychiatry
University of Texas Medical Branch
Galveston, Texas 77550

Behavioral Publications
72 Fifth Avenue
New York, New York 10011

Jeannette A. Brown
Associate Professor
Counselor Education Department
University of Virginia
Charlottesville, Virginia 22903

Bureau of Business Research
The Ohio State University
1775 South College Road
Columbus, Ohio 43210

Bureau of Continuing Education
Curriculum Development
University of the State of New York
The State Education Department
Albany, New York 12224

Bureau of School Services and
Research
126 Lewis Annex
University of Washington
Seattle, Washington 98105

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Cal Press Inc.
76 Madison Avenue
New York, New York 10016

Careers Research and Advisory Centre
Bateman Street
Cambridge, CB2 1LZ, England

The Center for Educational Research
P.O. Box 110, University Station
Seattle, Washington 98105

The Center for Research on Utilization
of Scientific Knowledge
Institute for Social Research
University of Michigan
Ann Arbor, Michigan 48106

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62717

Bertram J. Cohler
University of Chicago
5730 South Woodlawn Avenue
Chicago, Illinois 60637

Conferences on Improving School
Effectiveness
Educational Testing Service
Princeton, New Jersey 08540

Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey 08540

Frank Costin
Department of Psychology
University of Illinois
Psychology Building
Champaign, Illinois 61820

Denver Public Schools
414 14th Street
Denver, Colorado 80202

Developmental Reading Distributors
1944 Sheridan Avenue
Laramie, Wyoming 82070

The Devereux Foundation Press
208 Old Lancaster Road
Devon, Pennsylvania 19333

Dissemination Center for Bilingual
Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

ERIC Clearinghouse on Tests,
Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction Service
Post Office Drawer O
Bethesda, Maryland 20014

Educational and Industrial Testing
Service
P.O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Educator Feedback Center
Western Michigan University
Kalamazoo, Michigan 49001

John P. Engler
Creighton University
University Counseling Center
Omaha, Nebraska 68131

Ernst Klett Verlag
Postfach 809
Rotebuhlstrasse 77
7000 Stuttgart 1, West Germany

Exceptional Child Education
Division of Instruction
Dade County School
1410 NE 2nd Avenue (Room 104A)
Miami, Florida 33132

John E. Exner, Jr.
Department of Psychology
Zeckendorf Campus
Long Island University
Brooklyn, New York 11201

Fearon Publishers
6 David Drive
Belmont, California 94002

Richard I. Fisher
Department of Education
Colorado State University
Fort Collins, Colorado 80521

Alan F. Fontana
Psychology Service
Veterans Administration Hospital
West Haven, Connecticut 06516

Halgren Tests
873 Persimmon Avenue
Sunnyvale, California 94087

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Human Interaction Research Institute
10889 Wilshire Boulevard
Los Angeles, California 90024

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

International Tests, Incorporated
Box 634
Stevens Point, Wisconsin 54481

Invitational Conference on Testing Problems (1973)
Educational Testing Service
Princeton, New Jersey 08540

John Wiley and Sons, Inc.
605 Third Avenue
New York, New York 10016

William D. Johnson
Head, Teaching Techniques Laboratory
125 Commerce Annex
c/o Education Building
University of Illinois
Urbana, Illinois 61801

Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

James B. Maas
Center for Improvement of Undergraduate Education
Cornell University
Ithaca, New York 14850

Mens Sana Publishing Inc.
P.O. Box 2966
Grand Central Station
New York, New York 10017

Michigan School Testing Service
Bureau of School Services
University of Michigan
Ann Arbor, Michigan 48103

Microfiche Publications
Division of Microfiche Systems Corporation
305 East 46th Street
New York, New York 10017

Mid-continent Regional Education Laboratory
104 East Independence Avenue
Kansas City, Missouri 64106

Monitor
P.O. Box 2337
Hollywood, California 90028

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
305 East 46th Street
New York, New York 10017

National Board of Medical Examiners
3930 Chestnut Street
Philadelphia, Pennsylvania 19104

National League for Nursing
10 Columbus Circle
New York, New York 10019

National Occupational Competency Testing Program
The Center for Occupational and Professional Assessment
Educational Testing Service
Princeton, New Jersey 08540

National Study of Secondary School Evaluation
1785 Massachusetts Avenue
Washington, D.C. 20036

New York City Consortium on Bilingual Education
Hunter College Division
695 Park Avenue
New York, New York 10021

The Objectives and Items CO-OP
Continuing Education XE-3
920 Campus Center
University of Massachusetts
Amherst, Massachusetts 01002

Pamela H. Pearson
Department of Psychology
Colorado State University
Fort Collins, Colorado 80521

Personnel Press
Education Center
P.O. Box 2649
Columbus, Ohio 43216

Thomas F. Pettigrew
Department of Psychology and Social Relations
William James Hall
Harvard University
33 Kirkland Street
Cambridge, Massachusetts 02138

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychologists and Educators, Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

William W. Purkey
College of Education
University of Florida
Gainesville, Florida 32601

Norma Radin
School of Social Work
1065 Frieze Building
The University of Michigan
Ann Arbor, Michigan 48104

STS Scoring Center
43 Kimler Drive
Maryland Heights, Missouri 63043

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Alan T. Seagren
Department of Educational
Administration
Teachers College
University of Nebraska
Lincoln, Nebraska 68508

Elizabeth Y. Sharp
College of Education
Department of Special Education
University of Arizona
Tucson, Arizona 85721

John J. Sherwood
Krannert Graduate School of
Industrial Administration
Purdue University
Lafayette, Indiana 47907

Frank Sistrunk
Department of Psychology
University of South Florida
Tampa, Florida 33620

Janet Taylor Spence
Department of Psychology
Mezes Hall
University of Texas
Austin, Texas 78712

Stanford Center for Research and
Development in Teaching
Stanford University
770 Welch Road
Palo Alto, California 94304

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

Urban Research Group
306 West 16th
Austin, Texas 78701

W. B. Saunders Company
218 West Washington Square
Philadelphia, Pennsylvania 19105

Western Psychological Services
Box 775
Beverly Hills, California 90213

Wm. C. Brown Company Publishers
2460 Kerper Boulevard
Dubuque, Iowa 52001

Robert L. Williams
7201 Creveling Drive
St. Louis, Missouri 63130

Benjamin D. Wright
The Department of Education
The University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637

## SUBSCRIPTION INFORMATION

The *Test Collection Bulletin* is available on a subscription basis. The $2.00 fee (foreign $2.50) helps cover preparation, printing, handling, and mailing expenses.

The *Bulletin* is issued in January, April, July, and October. The October issue includes an index to the volume. The subscription fee will entitle the reader to four issues of the *Bulletin*.

Subscriptions must be accompanied by a check or money order made payable to Educational Testing Service. Readers outside of the United States and Canada must make payment with an international money order or international coupons.

If you wish to subscribe, please complete the subscription blank below indicating the number of subscriptions desired, and attach remittance. When requesting multiple subscriptions which are not to be mailed to the same address, please list the name and complete address of each person to receive the *Bulletin*. This list may be attached to the order form.

---

Make check or money order payable to Educational Testing Service.

SEND TO:

Test Collection Bulletin
Educational Testing Service
Princeton, New Jersey 08540

FOR OFFICE USE ONLY.

Project-Job 711-01

Account No. 7311

### PLEASE PRINT

NAME _____

TITLE _____

ADDRESS _____

_____

STATE _____
ZIP

_____ Number of subscriptions to above address

_____ Number of subscriptions mailed to an address different from the above (Attach list to form.)

_____ Total number of subscriptions

_____ Amount Enclosed

☐ Please check here if this is a new subscription.